



Cecil County Public Schools
Division of Education Services
Serving learners, families, and the community.



Grade 6 English Language Arts

Purpose of the Document: This document provides an overview of this course. The information provided below is designed to support students, parents, and the school community to understand the major content of the course and the standards used to design it. To support the needs of students, teachers may make adjustments as needed. Please contact your child's teacher and/or review the course Schoology page with your child for additional information.

Program Mission: The Secondary English Language Arts Department will empower all students with the agency to navigate a diverse and technologically fluid society, articulate informed viewpoints, engage in productive collaborations, and disrupt limiting patterns so that they can pursue personally meaningful goals.

Commitment Statements:

In recognition of the honor and privilege of being Teachers of English Language Arts, we commit to the following values and behaviors that will strengthen our community and promote life-long learning.

- We will collaborate with our colleagues, students, parents, and communities to develop teaching practices that are grounded in research, relevant to our students' lives, and reflective of technological and cultural advancements.
- We will engage in honest self-reflection, supporting one another as we build on our strengths and recognize our limitations, always seeking to balance autonomy and accountability.
- We will strive to educate the whole learner, demonstrating empathy and respect while providing learning experiences that are both aligned with state standards and flexible enough to adapt as we meet the needs of each learner.
- We will earn the trust of our students, providing a safe space for vulnerability and diversity. As guides and advocates, we will help our students find purpose and meaning in their lives, working alongside them to remove barriers to their personal and academic growth.

Course Description: The CCPS Secondary English Language Arts Curriculum has been designed using the quad text set framework. Units of study are grounded in complex, grade-level texts and made accessible to all learners through supplementary texts (visual texts, informational texts, young adult literature) that build background and vocabulary. Text sets are aligned with

focus standards and explored through the lens of essential questions that challenge students to consider the author's craft and purpose.

MODULE 1

Essential Question How does the plot of a story and the characters' responses to conflict reveal its theme?
Standards/ and or skills taught <ul style="list-style-type: none">● Determine the theme of a text● Describe plot development● Write narratives● Write arguments
How students are graded: <ul style="list-style-type: none">● Short writing tasks aligned with the benchmark assessment● Mid unit assessment: Create a narrative describing a time you or your character faced his/her fears and/or overcame adversity. (SUMMATIVE GRADE)● Close reading assessment● Teacher instructed essay: Write an essay analyzing how the plot of the story and the characters' responses to the conflict reveal the story's theme: You are free to choose, but you are not free from the consequences of your choice.● Final Unit Assessment: Students will read a Japanese folktale and write an essay that identifies the theme and explains how the theme is developed.
Resources: <ul style="list-style-type: none">● "Ghost of the Lagoon," Armstrong Sperry (950 L) 6th Grade McDougal Littell Anthology, p. 192● "All Summer in a Day," Ray Bradbury (950 L), p. 64 (full text linked)● "Tuesday of the Other June," Norma Fox Mazer (910 L), p. 204● Red Kayak, Priscilla Cummings
Home and School Connection <ul style="list-style-type: none">● When you view movies or TV series together as a family, talk about the message, or theme, the writers are trying to convey. How do the characters and the conflicts they experience reveal the theme?

MODULE 2

Essential Question How does an author develop a central idea or theme in a given text?
Standards/ and or skills taught <ul style="list-style-type: none">● Determine central idea of a nonfiction text● Determine the theme of a text

<ul style="list-style-type: none"> ● Compare and contrast texts of different forms but with similar themes ● Use a variety of sentences 	
<p>Unit 2 How students are graded:</p> <ul style="list-style-type: none"> ● Short writing tasks aligned with the benchmark assessment ● Final Unit Assessment: According to Mark Kurlansky, “All life on earth is interconnected,” which means that if one life form is harmed, other life forms are harmed as well. Carefully review two graphics: a comic from World Without Fish and a collage from The Living Planet Report. In your opinion, which graphic BEST communicates Kurlansky’s idea about the interconnectivity of life? Answer this question in a well-developed essay. Make sure to use specific examples from the graphic you select to support your position. 	<p>Unit 3 How students are graded:</p> <ul style="list-style-type: none"> ● Formative assessments of students’ abilities to connect narrative elements and theme ● Final Unit Assessment: Write an essay that analyzes how the author of “Tuesday of the Other June” and the author of “Primer” develop a theme.
<p>Unit 2 Resources:</p> <ul style="list-style-type: none"> ● <i>World Without Fish</i>, Mark Kurlansky (1160 L) 	<p>Unit 3 Resources:</p> <ul style="list-style-type: none"> ● <i>The Crossover</i>, by Kwame Alexander ● <i>New Kid</i>, by Jerry Craft ● <i>Ghost</i>, by Jason Reynolds <p>Parent Letter</p>
<p>Home and School Connection</p> <ul style="list-style-type: none"> ● Explore a topic of interest together using different types of media. What types of media are most engaging, persuasive, or informative? Consider books, documentaries, infographics, social media posts, etc. 	<p>Home and School Connection</p> <ul style="list-style-type: none"> ● When listening to a song together, notice the singer’s word choice and tone. How do they express the singer’s message, or theme?

MODULE 3- Point of View

<p>Essential Questions</p> <ul style="list-style-type: none"> ● How do the life experiences of an author affect the point of view they present in their writing? ● How does a character’s point of view change as the plot develops?

Standards/ and or skills taught

- Explain how an author develops a point of view
- Use text evidence to support analysis, reflection, and research.

Unit 4**How students are graded:**

- Short writing tasks aligned with the benchmark assessment
- Point of View Development Task
- Mid unit summative
- Final Unit Assessment: You have just viewed a short video “Mahatma Gandhi - The Salt March” by Esther David and a human interest article called “Wilma Rudolph: A Story of Determination” by David White. These texts explored challenging life experiences and the personal character needed to overcome them. After reading, students will answer questions and write a response that explores Gandhi’s and Rudolph’s challenging life experiences and how determination helped them to reach their goals. Be sure to use textual evidence from both texts.

Unit 4**Resources:**

- *The Boy on the Wooden Box* by Leon Leyson (1000 L)

[Parent Letter](#)

Home and School Connection

- Notice how point of view influences media content. Can you identify the creator’s point of view?

MODULE 4- Reader’s Purpose**Essential Questions**

- How does what I am reading influence how I should read it?
- How do authors use language to create meaning?

Standards/ and or skills taught

- Determine how the particular parts of a poem relate to each other to form a complete structure
- Write arguments to support claims with clear reasons and relevant evidence.

Unit 5**How students are graded:**

- Anchor chart: character’s changing perspective
- Comparison of poetry to prose
- Central idea assessment
- Response to text
- Student poetry portfolio

Unit 5

Resources:

- YA Companion: *Love That Dog*, Sharon Creech (1010 L)
 - Target Texts:
 - The Red Wheelbarrow, William Carlos Williams
 - Stopping by Woods on a Snowy Evening, Robert Frost
 - The Tyger, William Blake
 - dog, Valerie Worth
 - The Pasture, Robert Frost
 - Street Music, Arnold Adoff
 - The Apple, S.C. Rigg
 - Love That Boy, Walter Dean Myers

Home and School Connection

- Notice how readers approach different types of texts. For example, how do you read a recipe versus a social media page?